



INDIANA
DEPARTMENT *of*
EDUCATION

2023 INDIANA ACADEMIC STANDARDS
ENGLISH/LANGUAGE ARTS

KINDERGARTEN



Indiana Academic Standards Context and Purpose

Introduction

The Indiana Academic Standards for Kindergarten English/Language Arts are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

Content-Specific Considerations

The Indiana Academic Standards for Kindergarten English/Language Arts consist of four domains: Reading Foundations, Reading Comprehension, Writing, and Communication and

Collaboration. The skills listed in each domain indicate what students should know and be able to do by the end of the grade level. It is important that all students can comprehend texts of steadily increasing complexity as they progress throughout the grade level.

Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

Kindergarten English/Language Arts

Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

Reading Foundations	
Learning Outcome: Students develop word recognition by building on print concepts, phonological awareness, and phonics to decode.	
Print Concepts	
K.RF.1	Demonstrate understanding that print moves from left to right across the page and from top to bottom.
K.RF.2	Recognize that written words are made up of sequences of letters.
K.RF.3	Identify and name all uppercase (capital) and lowercase letters of the alphabet. (E)
Phonological Awareness	
K.RF.4	Identify and produce rhyming words.
K.RF.5	Orally pronounce, blend, and segment words into syllables. (E)
K.RF.6	Identify and produce the beginning, middle (medial), and final sounds in three and four phoneme words. (E)
Decoding	
K.RF.7	Use letter-sound knowledge to decode the sound of each consonant. (E)
K.RF.8	Use letter-sound knowledge to decode words, including open and closed syllables, consonant digraphs, and blends. (E)
K.RF.9	Orally read decodable texts with appropriate accuracy and automaticity.
Reading Comprehension	
Learning Outcome: Students comprehend grade-level text, including fiction and nonfiction, and can demonstrate their comprehension orally and through writing.	
K.RC.1	With support, ask and answer questions about main topics and key details in a text heard or read. (E)
K.RC.2	With support, retell familiar stories, poems, and nursery rhymes, including key details. (E)
K.RC.3	Identify important elements within a text (e.g., characters, settings, or events). (E)
K.RC.4	With support, make predictions about what will happen in a text.
K.RC.5	With support, retell the main idea and key details of a text.

K.RC.6	Identify text features of a nonfiction text (e.g., title, author, illustrations), and describe the relationship between those features and the text in which they appear. (E)
K.RC.7	Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites) through oral discussions. (E)
Writing	
Learning Outcome: Students produce writing for a variety of purposes, applying their knowledge of language and sentence structure.	
K.W.1	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
K.W.2	Write by moving from left to right across the page and top to bottom.
K.W.3	Use words and pictures to develop a main idea and provide information about a topic. (E)
K.W.4	Use words, pictures, and dictation to narrate a single event or simple story, arranging ideas in order. (E)
K.W.5	With support, apply the writing process to: <ul style="list-style-type: none"> a. Plan by generating ideas for writing through oral discussions and drawings; b. Develop drafts in pictorial or written form by organizing ideas; c. Revise writing by adding details in pictures or words; and d. Use available technology to produce and publish writing.
K.W.6	With support, build understanding of a topic using various sources. <ul style="list-style-type: none"> a. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as sources of information on a topic.
K.W.7	Demonstrate command of English grammar and usage when writing or speaking, focusing on: <ul style="list-style-type: none"> a. Nouns/Pronouns – Using sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats). b. Verbs – Using sentences that include verbs. c. Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something).
K.W.8	Demonstrate command of capitalization, punctuation, and spelling, focusing on: <ul style="list-style-type: none"> a. Capitalization – Capitalizing the first word in a sentence and the pronoun I. b. Punctuation – Recognizing and naming end punctuation. c. Encoding – Spelling simple words phonetically, drawing on phonemic awareness.
Communication and Collaboration	
Learning Outcome: Students actively listen and participate in discussions using details and answering questions.	
K.CC.1	Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. (E)
K.CC.2	Ask questions to seek help, obtain information, or clarify something that is not understood.

K.CC.3	Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (E)
K.CC.4	Audibly recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events. With support, provide additional details on these topics.
K.CC.5	Follow simple two or three-step oral directions.